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ABSTRACT

This study describes and evaluates an experimental school curriculum which focuses on involvement in the community. Subjects of the study are nine- and ten-year-old pupils. The focus on the learning is shifted from the typically structured classroom setting to the naturally stimulating life of the community, and guided work experiences. Other major components of the program include recreational activities, and historical and cultural investigations. Evaluation focuses upon academic growth, personal and social adjustment, various dimensions of classroom behavior, and self concept. The study also examined pre- and post-achievement scores on six sections of the Stanford Achievement Test (SAT) for fourth and fifth graders and for high and low community involvement students. Although high involvement students had generally higher achievement scores than did low involvement students, only the differences in achievement on the language scale of the SAT reached significance. No significant differences were found between the achievement scores of the fourth and fifth grade students. (CE)

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THE GOING PLACES CLASSROOM:

A Community Involvement Program of Action Learning for Elementary Students

by

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June, 1977

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INTRODUCTION

A cartoon in a recent edition of PHI DELTA KAPPAN depicts an encounter between a child and his school principal. With severity the principal exclaims, "*If you don't start coming to school, by God, we'll kick you out!*"

Kicking them out is one alternative, but there are others. One is to make the time spent at school so rewarding that everyone, including the teacher, wants to be there year-round.

This level of enthusiasm has been achieved for a multi-age class of elementary students at P. K. Yonge Laboratory School through a curriculum which focuses on involvement in the community. Major components of the program include work and service experiences, recreational activities, and historical and cultural investigations. In implementation, components are most often integrated rather than discretely sorted. Hence, math learnings grow out of being on-site where a house is going up or by comparison shopping for groceries to plan a luncheon for parents. Involved in practicalities, not confined to the school house, these nine- and ten-year-old youngsters function as useful members of their community.

Language skills are acquired as children prepare an oral history of the community, and every student has the option of a work project, commensurate with his abilities, out in the community. Thus, "book learning" combines with real life experiences that require students to assume the responsibility of citizenship and examine the issues as well as enjoy the rewards of community life.

During the course of the year, students demonstrate outstanding academic growth. At the same time, an increasing awareness of the interlocking dependencies of community life is displayed along with recognition of the need for all members of a community to care for and help each other.

Math learnings grow out of being on-site where a house is going up.

THE GOING PLACES CLASSROOM: A COMMUNITY INVOLVEMENT PROGRAM OF ACTION LEARNING FOR ELEMENTARY STUDENTS

CHAPTER I

PURPOSE AND RATIONALE

Purpose

The purpose of this study was to investigate the effects of an experimental curriculum characterized by the comprehensive use of community resources in active, functional, and relevant ways. Subjects of the study were nine- and ten-year-old pupils. Evaluation focused upon: (1) academic growth, (2) personal and social adjustment, (3) various dimensions of classroom behavior, and (4) self-concept.

Rationale

When placing today's schools in sociological perspective, two features become apparent: (1) Schools and other social institutions function to segregate the young from adults and from youth of ages other than their own. (2) Opportunities for young people to engage in responsible work outside the school and home have been progressively curtailed during this century. These two conditions are intertwined through a set of historical circumstances.

By the beginning of this century the increased movement of workers from farms to cities, coupled with the large influx of immigrants seeking employment, provided industry with a work force sufficiently large to meet its needs. To preserve available jobs for these two groups, the decision was made to keep children in school for longer periods of time. This decision was reflected in the passage of compulsory school attendance laws. In 1870 less than 5 percent of the population between 14 and 18 were in school; today nearly 90 percent stay until they earn a high school diploma.

While the number of students in secondary schools doubled every decade between 1879 and 1930, there were still, in 1930, two million members of the work force under 18 years of age. With the onslaught of the Depression, competition for a limited number of jobs led to the regulation of child

labor. A spokesman for the National Child Labor Committee declared in 1933:

> *It is now generally accepted that the exploitation of children, indefensible on humanitarian grounds, has become a genuine economic menace . . . children should be in school and adults should have whatever worthwhile jobs there are.* (4, p. 128)

Under this philosophy, limitations to employment of the young were promulgated throughout the 1930's under the N.R.A. codes of fair employment, culminating in the Fair Labor Standards Act of 1938. This law defined child labor as the employment of children under 16, or under 18 in hazardous occupations.

The trend, begun during the early part of this century, of keeping the young in school for ever longer periods of time in order to preserve jobs for adults, has not only continued but accelerated with the increasingly high levels of education demanded as certification of competence for the various professions. Within recent years, however, the impact of the increased years of schooling upon the socialization of American youth has become an issue receiving national attention. Amount of time in school has expanded to fill the time the young once spent engaged in various roles within their communities. Schools, however, were not assigned the responsibility, nor given the resources, to fill this experiential gap. Instead, the role of the school has tended to be defined solely in terms of organizing the cognitive achievement of its charges. Consequently, many of the developmental skills needed for the transition to adulthood have been ignored as noted in The Report of the Panel of the President's Science Advisory Committee.

> *While new options have opened up to young people in areas of consumption, leisure, and education, opportunities have declined in other areas. Opportunities to carry out responsible work outside the home, to engage in efforts that are important to the welfare of others, have been deferred until the end of an increasingly long period of schooling.* (p. 128)

This distinguished panel went on to define two broad classes of environments needed by the young. The first provides for the acquisition of skills to expand the personal resources and opportunities of the young, including those skills necessary for economic independence. The second describes an environment in which the young are stimulated to interact with persons differing from themselves in social class, subculture, and age. This would

include experiences in which others would be dependent upon the responsible actions of the young.

In recognition of these needs, the program discussed in this monograph assigns top priority to extending the participation of nine- and ten-year-old students into various activities in their community. Providing a framework for the program are the six goals for pupils developed by the entire faculty of the school. These goals and the ways in which they are reflected in the curriculum follow:

Goal I: That each student develop increasingly positive perceptions of himself.

The child who sees himself as able, capable, and valuable is better equipped to learn and to interact with others. The activities within this program emphasize community involvement and are structured to provide each child with a realistic perception of his own strengths and weaknesses while he grows toward greater self-fulfillment. Cooperation and a sense of belonging within the group are emphasized and expanded to include cognizance of one's place in the local and world community. Value is placed on helping others and on developing an attitude of caring about others and their problems. Students engage in problem-solving projects of action and service with the intent of creating a greater sense of purpose, worth, and dignity among themselves as students and among others with whom they interact.

Goal II: That each student become an effective lifelong learner.

The evidence of massive societal change confronts us daily. Concommitantly, we are assaulted with problems which are immediate and which require skill, insight, and commitment on the part of citizens in seeking their solutions. Using their community as the focus of inquiry, students are encouraged to observe the relationship between basic academic skills and daily living experiences. Participation in the realities of community life stimulates growth in communication and mathematics skills. Students are thus released from the traditional belief that learning occurs only in the school house during "school hours."

Goal III: That each student accept increasing responsibility for his own behavior and learning.

Within this program, students share their perceptions and discoveries about themselves and the environment. They participate in planning community experiences, initiating and structuring many activities for themselves as individuals and as groups. Expecting students to demonstrate a high degree of involvement and initiative encourages growth of a sense of responsibility about behavior and learning.

Goal IV: That each student develop those skills and attitudes necessary for effective group living and interaction.

It has become increasingly apparent, given the realities of modern life, that schools must be about the business of teaching children attitudes which beget caring, cooperative behaviors. By exploring the real life concerns of a community in which people must live with each other, students see first-hand the need to identify personal values as well as to acquire skill in working in groups to establish group values. Such exposure prompts significant questions to which answers are sought in a serious manner. Problem solving provides a means to develop working relationships with others who are of different ages, beliefs, and backgrounds. Simultaneously, greater acceptance of those who are "unlike me" and a greater sensitivity to all people is nurtured.

Goal V: That each student learn to adapt to change and to effect change constructively.

Basic to success in effecting change is the commitment of each person to his own values and the values agreed upon by his community. Knowledge is important, too--knowledge of how to change that which he can control and of how to change that which he can control and of how to deal responsibly with things beyond his control. Skills in group process, learning and its application in the community, relating to others and to community experiences are elements of this particular program. Equipped with such skill, students function in ways in which they experience success and feel, themselves, useful. One result is the development of a sense of optimism and purpose necessary to their individual survival in the human community as well as to the survival of the community itself.

Goal VI: That each student find real meaning for his life.

The open setting of this program places students face to face with the responsibilities of living and learning. Encouraged to demonstrate their concerns, voice questions about living, test their values, and resolve value conflicts, they learn to find meaning by contributing to the health and well-being of their community and in enjoying the benefits derived from this sense of "community."

During his work experience this student learned to "read" blueprints .....

Learning becomes more accessible and more meaningful for all children when the spatial focus is changed.

CHAPTER II

DESCRIPTION OF THE PROGRAM

> *Intellectual development is intimately interwoven with the child's experiences: through the dual processes of assimilation and accommodation the child comes to know his world, to incorporate this knowledge and to modify his understanding in terms of new experiences and interactions.* (1, p. 523)

Daily children are bombarded with a multitude of stimuli from which they must derive meaning. Children learn as they come to understand and manage within their surroundings and experiences. The contrived, simulated, sometimes artificial activities of a classroom may not be conducive to optimum learning. The Community Involvement Project shifts the focus of learning from the highly structured classroom setting to the naturally stimulating life of the community and at the same time provides guided experiences which assist children to screen and analyze, "assimilate and accommodate" their life experiences.

Learning becomes more accessible and more meaningful for all children when the spatial focus is changed. For too long school has been the place to "prepare for the future." In reference to this narrow conception of schooling, Toffler maintains that

> *earnest intellectuals talk bravely about educating for change or preparing people for the future. But we know virtually nothing about how to do it. In the most rapidly changing environment to which man has ever been exposed, we remain pitifully ignorant of how the human animal copes.* (5, p. 3)

Students who took part in the Community Involvement Project observed and interacted with people in the community who were "coping"--at work, at play and at home. The three r's were thus perceived not as ends in themselves, but rather as tools which help all people cope in the real world.

The classroom became a springboard for learning activities.

The classroom became a springboard for learning activities in the community as well as a "home base" where children felt comfortable sharing thoughts and ideas and through group interaction gained a greater sense of their own worth as well as a sense of belonging to a group. There, they analyzed experiences, examined their values and reflected upon community issues. The classroom became a meeting place, a storehouse for games and materials, and only one of the many locations where learning could take place. Thus, the traditional boundaries between classroom and community were erased.

Traditionally, time spent in the classroom by pupils has been equated with the extent of their cognitive growth. This program gave a new focus to how elementary students spent their time. Attention was given first to how we might best meet the needs of each child rather than maintain fixed schedules designed for "the group". Other than group meetings, rarely did all children participate in identical activities. While some worked on their individually prescribed classroom activities, others might visit a local artist or work at their community job site. Always the children were treated as individuals with the unique needs and abilities which demanded tailoring the educational program to fit those differences.

When the community is viewed as a laboratory replete with learning opportunities, all community members assume the dual role of teacher and learner. The classroom teacher can abandon the traditional role of authority figure and information-giver and act as a learner who at the same time guides others to learn and grow at their highest levels.

The teacher who is open and living, but who gets angry occasionally, who share anecdotes about his family or displays a sense of humor is "real." The teacher who projects this realness encourages students to be authentic also. The teacher who has this capacity to reach children is (most often) the teacher who functions best and feels most comfortable with the kind of interaction required by the Community Involvement Project. If the teacher has a genuine enthusiasm for life and learning and for sharing with others, then the rapport which emerges can be the catalyst for learning which transcends the confines of the classroom.

If the teacher cares, he cares about more than the classroom; if he learns, in the community among his peers, he is a participant in the whole life of the human community.

Moving from room to room in a school, many people detect a special atmosphere in some rooms and note its absence in others. This learning climate, the melding of diverse student and teacher personalities, and the ways in which the gestalt of these is perceived and developed within a classroom, must be somehow translated into the larger realm, the community, intact. If carefully

Structuring activities to provide for a continual progression from doing, to internalizing experiences and then expressing them creates an effective link between the classroom and the real world.

nurtured in the classroom, the dynamics of caring, sharing, warmth, and acceptance can expand to include a large corpus of real people of all ages who work and play and learn together. The network of social interdependencies which is too often an abstraction may be rendered concrete through an extension to others in the community this caring, sharing mood. The climate of the classroom shaped by the teacher, determines the quality of the interactions which take place, later, when the classroom is left behind.

The encouragement of helping relationships within a classroom promotes positive learning experiences. The good math student may require help in spelling - the good athlete may require help in writing. Such experiential trade-offs involve the kinds of giving and taking and create the kinds of dependencies which become models for the whole experience of community life. They are vital within the group setting to the well-planned classroom curriculum. Constructive creative listening causes children to express themselves about their experiences. Structuring activities to provide for a continual progression from doing, to internalizing experiences, and then expressing them creates an effective link between the classroom and the real world, for in the community experience is used, not stored.

Classroom Management

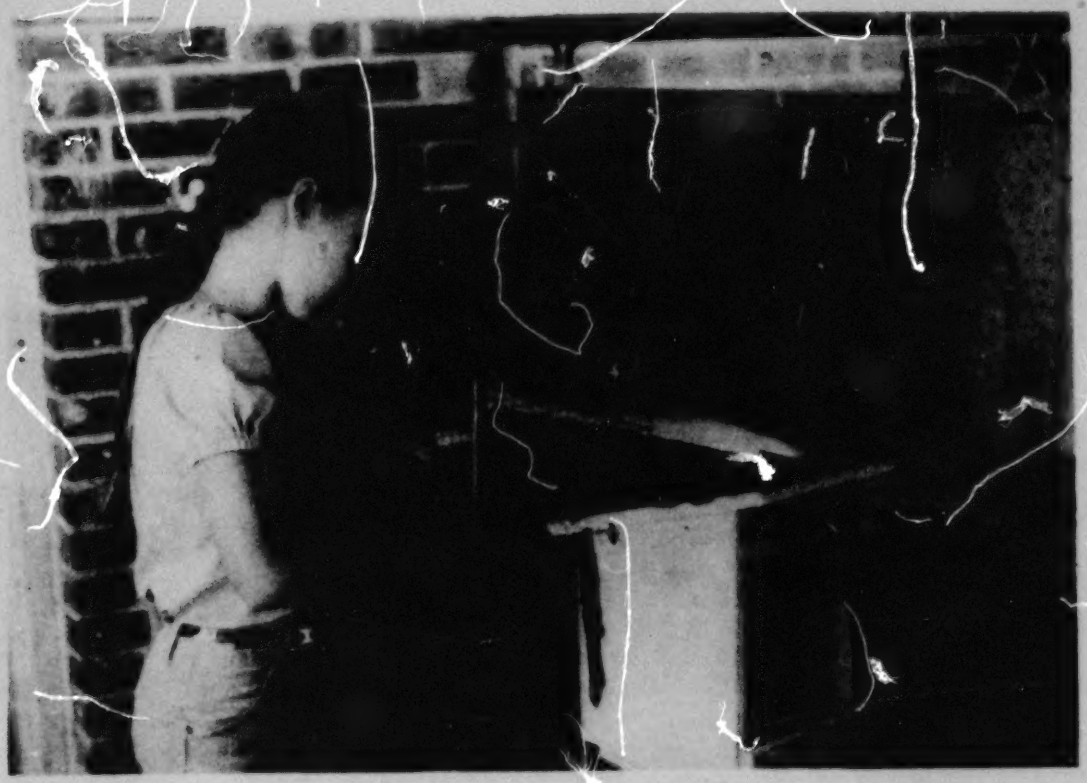
> *It is impossible to teach children in masses . . . A "class" is an arbitrary grouping of seemingly homogeneous beings, no two . . . anymore alike than two snowflakes. If it were possible to place children under a microscope, one would find the least of them inspiringly beautiful, distinctively designed. When we gather too many, flakes, or children, the loveliness of individuality is lost and what we get is all white, the ultimate in neutrality.* (2, p. 27)

Classroom management profoundly affects the learning opportunities available for children. Consistent expectations for appropriate behavior coupled with necessary consequences for inappropriate behavior result in good classroom management. If a class is well managed, the teacher, the students, and everyone who works with the class feel good about it. Accepting shared responsibility for successes and failures heightens the sense of accomplishment for the group's successful joint and individual endeavors. When a problem arises, it belongs to the group and demands the group's attention, sensitivity, and combined problem-solving skills. Thus a sense of group cohesiveness and interdependence is nurtured.

Caring, sharing, warmth, and acceptance must be nurtured.

Classroom management is internalized by each member of the group. Each person, not just the teacher, feels responsible for the events of the day. Behavior problems are solved by group efforts rather than by the teacher as taskmaster. Indeed, when children are involved in structuring their learning, when they are stimulated by an enriched classroom environment which provides materials suitable for their abilities, and when they are able to participate in the life of their community, few, if any, disruptive behaviors emerge. Classroom and community experiences can be planned to encourage this exercise of responsible freedom which leads to effective classroom management.

The child who exercises choices becomes an active learner; his counterpart, who is always told what to do, becomes passive, outer- rather than inner-directed. Able to choose certain tasks, the child begins to learn how to direct his own learning and apportion his energies according to his own perceptions of his readiness for some tasks and lack of readiness for others. The teacher performs the critical role of guiding the active learner, advising when he needs to conform to group expectations. The innately aggressive child will be channeled and occasionally curtailed; the innately passive child will have to suffer the initial trauma of casting about inside himself for a directional signals which have not yet matured. Under such a system, both of these types of children tend to become involved in projects which suit their needs, and relevance becomes more than an abstraction.



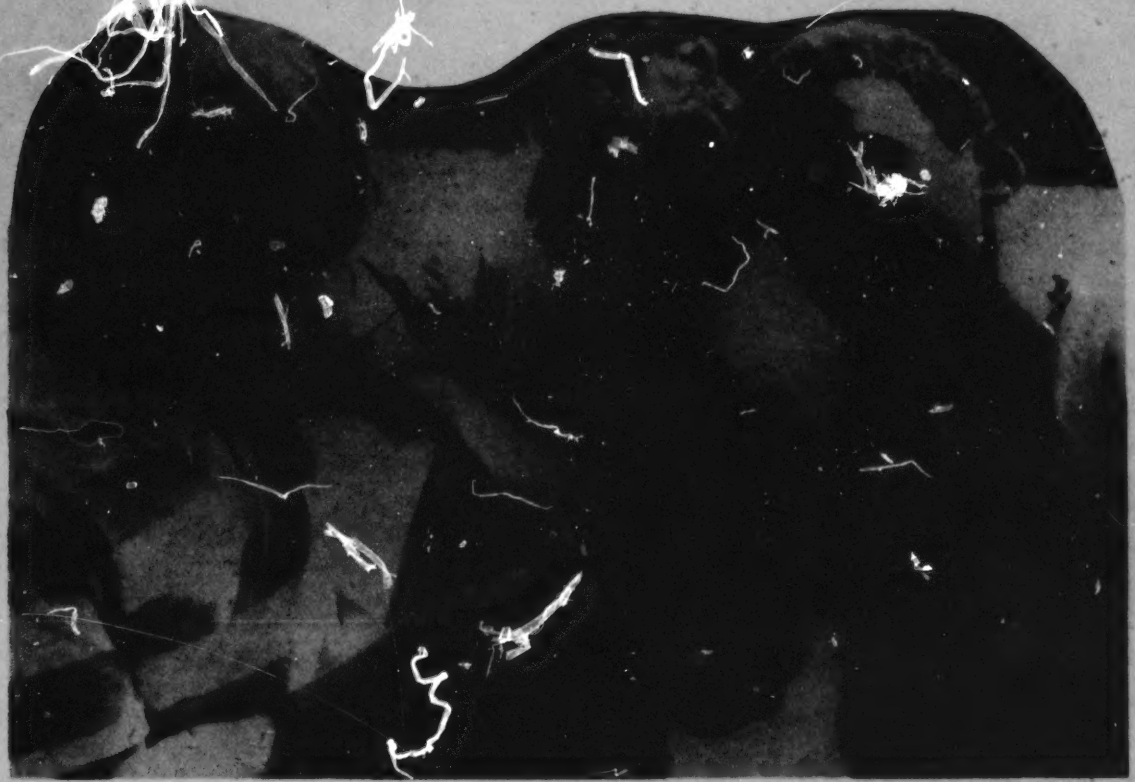
Organization

The weekly checklist provided a framework for student goal-setting (see Appendix 1). Each week, usually during a Friday group time, students planned their activities for the following week. Given a range of choices for daily activities and the opportunity for self-evaluation, students measured their accomplishments according to preset goals. Some children were able to plan independently; others required help from the teacher or another child. Each day the teacher reviewed checklists and work folders, commenting on the work and noting problem areas which required treatment. For instance, if a child had trouble with regrouping in subtraction, he required immediate feedback; often he would be brought into a small group for work on the skill the following morning. If a child indicated on the back of the checklist that he felt confused or disgruntled, the teacher accorded him the necessary attention.

Each child, on days when not involved in a community-centered experience, completed at least one reading, writing, and math activity. These activities were individually prescribed on the basis of performance on diagnostic tests as well as teacher observation. Games, kits, and manipulative materials were most often the source of these individually prescribed activities. Each child was assigned tasks on the basis of how he seemed to learn best. For some, this meant working alone in a quiet corner. For others, this meant group work or other types of assignments.

Evaluation, both by the child and the teacher, was continual. At least twice each week the teacher conferred with each student about his accomplishments and his need for further direction or assistance. More conferences might be held if the need seemed apparent. At the end of each week the teacher prepared weekly evaluations which were sent home (see Appendix II) to be shared with parents. On the following Monday, the folder and evaluation were returned to the teacher with parents' comments, questions, or suggestions. Parents learned of the child's progress, frustrations, and triumphs at school. They, in turn, could advise the teacher of situations at home which might have affected the child's attitude or performance at school.

At the classroom math center, students can choose from a variety of learning activities .....



Our day opened and closed with "group" time when we gathered on the rug to share observations or feelings, gripes, disappointments, joys, and triumphs. Especially during the first weeks of school the teacher actively encouraged the children to develop caring attitudes which manifested themselves in careful listening and concerned responsiveness to others.

When a student says *we're going to the beach on Friday*, or *I lost another tooth last night*, he usually just needs an audience, listeners who do care about the minor events in his life. But when a child says, *I don't feel as if I have any friends in this class*, he needs more than a sympathetic audience; he needs help in working through some feelings. He needs feedback, support, and reassurance. As each person alternately confides or listens, each assumes the mantle of teacher or learner. The group, in short, becomes a microcosm of that which lives beyond the classroom walls, the community.

Planning

To ensure the success of a project which uses a wide range of human and material resources, the teacher must plan carefully and work with others. Learning tasks, especially "action" learning projects, should be organized with a clearly defined purpose that is evident to those involved. If purposes are clear, those involved have a sense of direction about their roles. At the same time, it is important to remain flexible. Just as in the classroom, one is constantly striving for the balance between freedom and order, one must seek to find the harmony of planned versus spontaneous happenings in the community.

The human resources in the community will respond positively to a well-thought-out and well-implemented project. If the project is not rigid, yet shows a sense of purpose, with soundly constructed and well organized activities, people will feel good about their association with it. For this reason we charted a yearly, monthly, and weekly plan of activities.

The yearly plan (see Appendix III) consisted of broad goals for the year with a general outline of resources which might be available and which would help to achieve the goals. To plan the year ahead of time, the teacher must include holidays, testing schedules, and anticipated interuptions. The monthly plan (see Appendix IV) is more carefully mapped out, listing specific objectives, trips, and resources for the activities.

Roles of Parents

Parents care about how their children learn and what their children learn; they also want to help their children get the most out of school. They want to help teachers provide stimulating and wortnwhile learning experiences which excite children about school. When parents are knowledgeable about and involved in the school program from the outset, they begin to think seriously about how they might best augment that program. They soon realize that they can be very helpful and even necessary to the process of planning and executing classroom as well as community-centered activities. They feel ownership in the program when their ideas are valued and they are included in the schooling of their child. Effective parental involvement is essential for achieving our highest goals for children.

A parent can hold at-home cooking classes for children.

Recognizing that parents care about how their children learn and what their children learn necessarily implies that teachers carefully explain to parents the design and intent of any new program. Critical to the success of the Community Involvement Project was the extent to which parents understood, supported, and assisted the teacher's efforts. To this end, when implementing this program, we followed these procedures:

(1) Parent Meetings:

Saturday Soiree--Before the school term had officially begun, we invited our students and parents to a Saturday Soiree held in the classroom. Relaxed and informal, this gathering was a way to introduce students, parents, and teacher. The transition to a new teacher and new classmates was made easier by giving students the opportunity to at least find out what the teacher looked like and who else was in the class. Parents and children were able to paint furniture, help make a rug from carpet squares and make some learning games. Parents also signed up for helping the class in other ways maximizing their talents and available time. Importantly, this initial meeting established a relationship based on mutual responsibility on the parts of teacher and parents for the children.

People Power--A few weeks after the school term began, we held an evening parent meeting to discuss and explain the goals of this project. The teacher outlined long-term objectives, ideas for community projects, the rationale for class trips and work experiences as well as in-class procedures. Parents were asked for their ideas and opinions and in this open atmosphere, relevant questions were asked and valuable input from parents was received. Many parents, capitalizing on their own involvement in community life, were able to suggest not only worthwhile community projects but individuals who might assist the children. Parents' memberships in community organizations and their varied associations proved valuable for brainstorming about the project.

The presence of the School's director at this initial meeting added to the sense of security for parents that the School supported the program and that common beliefs were held by teacher and administration about the implementation of the program.

Other Meetings--Other parent meetings were scheduled throughout the year. Alternative meeting times for working parents were provided. Throughout the year, these meetings were open forums for sharing information and ideas as well as continuous evaluation of the program. Because parents were well-informed, there were few instances of confusion about the nature of the program or resistance to shifting the focus from the classroom to the community.

(2) Parent-Teacher Conferences:

During the first three weeks of the school term children were dismissed at 1:00 so that the teacher could meet with

each set of parents. This conference was intended as an information-sharing time, at mid-year an evaluative conference was held with each set of parents about each child. (See Appendix V for mid-year conference form.)

(3) The teacher sent home a monthly schedule of trips and related activities to keep parents informed (see Appendix IV).

(4) Sent along with the child's weekly work folder, on Friday the teacher sent a newsletter which included reminders of forthcoming events or solicited help from parent. Parents responded to the newsletter and work folder and returned their responses on Monday (see Appendix II).

Because parents want to help their children get the most out of school, they will cooperate fully with the teacher. Even working parents discovered appropriate levels of participation. The most basic level of involvement for parents was to review the child's weekly work folder, respond, and return the folder and comment sheet to the teacher. Other levels of involvement, increasingly complex, were:

(1) Transporting children to and from trip sites or work sites;

(2) identifying individuals in the community who might be willing to come to the room to share an interest or hobby and then contacting them to pinpoint dates and times;

(3) coming to the room themselves to share an interest or hobby;

(4) working in the classroom with individuals or small groups;

(5) planning trips, including the pre-trip activities and post-trip activities, with small or large groups;

(6) inviting children to spend a day at their place of work so the children could interview and photograph there to later compile a photojournal about that occupation;

(7) preparing curriculum materials (games, learning centers);

(8) planning curriculum units with the teacher.

Parents want to help teachers provide stimulating and worthwhile learning experiences which excite children about school. Often parents are not aware of how to help or the desire on the part of the teacher that they do indeed help. They need to be assured by the teacher that their help is desirable and necessary. They need to feel that by working with the teacher they can cooperatively plan the best educational experiences for their children. When children recognize that their parents fully support the school program, their capacity to learn and grow is enhanced. To invite parental involvement in this program we actively sought to:

(1) Keep parents informed;

(2) solicit their ideas and suggestions;

(3) reinforce their participation with follow-up notes or phone calls.

Parents know their children very well; it is important to remember the important function that the parents serve as their child's very first teacher. Their insights about the child help the teacher plan a sound program for that child. We realize that what is appropriate, stimulating, or worthwhile for one child may not be for another; therefore, skillful parental involvement helps a teacher to more successfully meet each child's individual needs.

CHAPTER III

THE WORK EXPERIENCE

> *To a large extent, a person's life is fashioned--even governed--by his job. His geographical location, standard of living, available leisure time, modes of communication, style of dress, even his relationship with his family are influenced--if not determined--by his occupation. . . . An individual translates his sense of self in his work--and his level of personal fulfillment and happiness is shaped by his work situation.* (3, p.23)

In many homes, especially homes where *men have low earnings and where there are young children*, according to the Labor Department, both parents work. This fact, coupled with the rising number of single parent families, clearly establishes the need for children to develop "career awareness." Many children, however, are not aware of the occupations in which their parents are engaged nor why their parents chose that occupation or how they prepared for it. Children need to be exposed to the world of work, its demands, rewards, and responsibilities so they can analyze careers in the context of their own values and become people to whom work is more than just a way to earn a living.

To help them learn about the world of work and to prompt examination of their feelings about various occupations, our students studied the varied occupations of community members; in addition, we provided the option of a work experience for some children. Because one of the most significant decisions a person will make in his life is his choice of a career, the school must, while helping the child acquire basic academic skills, help him learn more about himself, and help him clarify his values, so that eventually, at appropriate times, he can make wise career decisions. Resulting from exposure to a wide range of occupations under the most favorable conditions, children learned to value the helping relationships and interlocking dependencies which form a community.

So that children could indentify the career opportunities in our community, they learned first about their parents' occupations. Spending half a day at their parents' work places, each child photographed, interviewed and gathered data to later report about his experiences (see Appendix VI). Among his classroom responsibilities was the assignment to research significant aspects of the occupation: What preparation was required for the job? What education was required for the job? What were the job conditions--salary, hours, opportunities to vacation,

fringe benefits? Each parent then had the opportunity to come to school to discuss his career and its effect on his own life and the life of his family with the class. Each child prepared a photojournal about his parents' occupations for sharing with other classes and to add to our lending library.

To broaden students' appreciation of and knowledge about city and county agencies, we conducted an Information Scavenger Hunt. (See Appendix VII.) Children strengthened their group problem-solving skills by working in teams to plan strategies for finishing the hunt first. After the hunt, further explorations were planned in each agency in which children expressed interest.

To set up the community work experience, the teacher (often following suggestions from parents) identified parents or other community members who were willing to provide a work experience. Depending on the child's readiness to assume specific responsibilities away from school and his desire for a "field experience", the children were assigned to a willing cooperating person in the community. During the year students worked at such places as health food cooperative, day care center, with an electrician, at a small grocery store, and at a pet store. Guidelines were set with the participating worksite coordinators so that there was consistency in expectations about schedules, transportation, responsibilities, and methods of evaluation (Appendix VIII). Learnings in the field were strongly reinforced in the classroom through follow-up activities.

We found that our students benefited from their experiences in the world of work. They saw reasons for learning to read, write, spell, and compute. Firsthand they learned about occupations from community members. They observed others in helping relationships, and took part themselves in meaningful helping. Real learning took place outside the time and space of the classroom.

We found that children became more self-directed in their classroom activities, possibly as a result of the levels of responsibility they accepted in the community. Children felt special; viewed themselves as vital community members. School became a dynamic and challenging place to stretch their talents and imaginations.

CHAPTER IV

TRIPS

Everywhere in the community there are exciting places to explore. It is advantageous to tap the learning potential of these places by taking trips with elementary students. Not only are trips invaluable opportunities for growth and learning, they provide a slice of life, another piece of the world for students normally confined to the classroom for their learning. Why should students just read about erosion when they could see it and discuss its ramifications with a local farmer? Why just discuss ecology and pollution? Take students to the local sewage and water treatment plant or to a polluted creek for action learning experiences. Why just describe a sinkhole when students can not only visit one but also take home a lasting memento in the form of a shark's tooth discovered on a visit there? So many ideas become more concrete and more readily understood when students use the resources of their communities.

During the school year we took many trips. Often students themselves or their parents suggested specific trips. Always we came away feeling refreshed and renewed. When there was an exhibit on display at the local Mall, some or all of us went to see it. When it was time for the circus or the county fair or to pick blueberries or when the lambs were born on the farm, we went. The ongoing life of the community intrigued us. We did not separate school life from "real" life. The excitement and vitality of what was happening in our community added to what we learned in the classroom.

At the Airport

Tips for Teachers: Make an index card resource file of places to visit in the community. Look through the phone book and poll students and parents for ideas. On each file card, list the place, its contact person, phone number, and specifics such as how many students can be accommodated there, what resources are available, when it is open, how long students may remain there, and how many adult chaperones are required per child.

When making the initial phone calls to set up trips for students, identify yourself and purposes for the trip. Tell the contact person what the students will be looking for; state your objectives for the trip. On the day you plan to make the trip, call again to confirm your arrival time and number who are going. Remain alert to learning opportunities which occur unexpectedly.

At the beginning of the school year, attempt to receive "blanket permission" to cover all walking or riding trips that students might take. Then simply let parents know particulars of each trip as it is planned without requiring signed slips from every parent on the occasion of every trip. When parents are notified of a trip, indicate where the group is going and the duration of the visit, which parents will accompany the group and, when possible, leave the phone number where the group may be reached. This information should also be left with the front office before leaving campus.

Involve parents in these excursions. Ask their help in planning, for transportation, and to accompany the small groups whenever they can. Many will come up with suggestions for interesting adventures and most will enjoy being part of classroom life. Since the entire class will not go on every field trip, find out which parents are willing to accompany small groups of children on trips and which prefer to remain with the class so you can accompany a small group trip.

Remain flexible, but plan with students before a trip to make it more meaningful. What is the purpose of this trip? What might we discover? Remember to take along a camera to record the trip and later relive it. After the trip, discuss what happened, do sequence and summary activities, ask some of the children to write thank you notes to the people visited. Help a group organize a report--perhaps a bulletin board displaying items collected on the trip, information about people interviewed, and photographs. A follow-up learning center derived from the trip experience adds meaning to the excursion.

When some of our students wanted to study Oceanography we outlined "things to do." First, we listed our questions about the sea and its denizens. Several students went to the library to check out books about ocean life for classroom use. We brainstormed ideas about resources, both human and material, in our community who could help us learn about the sea. Some ideas were: visit the museum, interview an ichthyologist, visit a tropical fish store, talk with a shark expert, visit

a SCUBA class and store that sells diving gear, go to the marine lab, SEA WORLD, and MARINELAND. Visit the nearby fishing village of CEDAR KEY; go fishing.

When the classroom becomes a "going places" classroom, the riches of the community become part of the class experience. Along with much pleasure and excitement through action learning, students *take home a piece of the world* in their pockets.

At the historic Cedar Key Cemetery

CHAPTER V

ANALYSIS OF DATA

The Community Involvement Project sought to examine differences in achievement when considering the amount of student participation in the life of the community. Differences due to grade level were also investigated.

A two-way analysis of variance was employed in the statistical analysis. The two independent variables were amount of community involvement and grade level. Amount of involvement was categorized as with high or low involvement. The criterion for high involvement was participation in ten or more community projects. Less than ten was defined as low participation. The investigator based this dichotomy on the professional feeling that participation in less than one-third of the classroom projects was "low" participation. There were two grade levels. These were grade four and grade five.

The dependent variables were differences in pre- and post-achievement scores on the Stanford Achievement Test. Fourth graders were administered Intermediate Level I and fifth grader Intermediate Level II. Pretesting was conducted in September, 1975, and posttesting in May, 1976. Raw scores were converted to grade equivalent scores. Pre-grade equivalent scores were then subtracted from post-grade equivalent scores. The six areas of achievement investigated were: mathematical concepts, mathematical computations, mathematical applications, spelling, language, and social science.

Questions Investigated

For each of the six dependent variables, three questions were considered. They regarded the influence of the variables of amount of community involvement and grade level on the change in grade equivalence achievement scores from pre- to posttesting. The three questions were:

(1) Is the amount of change in grade equivalent achievement scores such that fourth graders who have high community involvement have change scores more like fifth graders who have low community involvement while fourth graders who have low community involvement have change scores more like fifth graders who have high involvement; i.e., is there an interaction between amount of community involvement and grade level as regards achievement change scores?

(2) Is the amount of change in grade equivalence achievement scores larger for students with high community involvement or for students with low community involvement?

(3) Is the amount of change in grade equivalence achievement scores larger for fourth grade students or for fifth grade students?

Sample

The sample consisted of 27 fourth and fifth grade students. They were chosen randomly. Twelve students were in grade four and 15 in grade five. The number of high community-involvement students was nine and low community-involvement students 18.

Results

The analysis of variance procedure provided a significant difference on one of the six achievement variables--that of language. This difference existed for question two of the three questions investigated. It was found that those students with a high amount of community involvement had significantly different changes in language achievement when compared to students with a low amount of community involvement. The F-value was 10.859 with 1 and 18 degrees of freedom with $p = 0.004$. Analysis of variance results for all six variables are listed in Table 1.

Examination of the mean language achievement change for the high and low community involved student groups demonstrated that not only were the two groups significantly different (viz. analysis of variance) but also that the high community-involved students had larger mean language changes than did the low community-involved students. The mean change for the high community-involved students was 2.562 grade equivalences, whereas the mean change for the low community-involved students was 0.900 grade equivalences. This conclusively supports the direction of this study as regards question two. The means for each of the six achievement change scores by community involvement and grade level in grade equivalences are given in Table 2.

While analysis of variance results were significant on only one of the six dependent variables, the mean changes as viewed in Table 2 reveal a definite trend that high community involvement produces larger changes in achievement than does low community involvement. For each of the six criterion variables, the high community-involvement group had a larger mean change than did the low community-involvement group. The range of differences in mean changes was from 0.016 to 1.662 grade equivalences.

TABLE 1

Analysis of Variance Results For Six Achievement

Change Scores

Achievement Subtests	Source of Variance	df	MS	F
Math Concepts	Involvement	1	2.595	2.099
	Grade	1	1.129	0.914
	Interaction	1	0.117	0.095
	Error	22	1.236	
Math Computations	Involvement	1	0.540	0.246
	Grade	1	3.161	1.439
	Interaction	1	6.806	3.098
	Error	22	2.197	
Math Applications	Involvement	1	0.326	0.230
	Grade	1	0.786	0.554
	Interaction	1	1.822	1.284
	Error	22	1.419	
Spelling	Involvement	1	0.351	0.713
	Grade	1	0.020	0.040
	Interaction	1	1.748	3.551
	Error	18	0.492	
Language	Involvement	1	14.967	10.859 **
	Grade	1	0.844	0.613
	Interaction	1	5.363	3.891
	Error	18	1.378	
Social Science	Involvement	1	0.803	0.707
	Grade	1	0.232	0.204
	Interaction	1	0.099	0.087
	Error	18	1.136	

** ($p \leq 0.005$)

TABLE 2

Means for Six Achievement Change Scores
By Community Involvement and By Grade

	*A	B	C	D	E	F
High Involved Students	1.489	0.767	1.233	1.350	2.562	0.900
Low Involved Students	0.929	0.676	1.117	1.029	0.900	0.559
Fourth Graders	1.264	1.082	1.325	1.108	1.250	0.730
Fifth Graders	1.020	0.433	1.020	1.154	1.658	0.627
High Involved Fourth Graders	1.650	-0.050	0.800	2.550	3.300	1.400
Low Involved Fourth Graders	1.178	1.333	1.430	0.820	0.840	0.656
High Involved Fifth Graders	1.441	1.000	1.357	0.950	2.317	0.829
Low Involved Fifth Graders	0.650	-0.063	0.725	1.329	1.000	0.450
Overall	1.123	0.708	1.156	1.132	1.454	0.668

*A: Math Concepts
B: Math Computations
C: Math Applications
D: Spelling
E: Language
F: Social Science

Summary

The results of the data imply that high community involvement students have larger achievement gains than do low community-involvement students. This was supported statistically through analysis of variance on the variable of language. In addition, consistently larger mean change scores for the high community-involvement group suggests with stronger emphasis that achievement does benefit from community involvement.

At the Elections Office where she learns about the voting process, a student finds the precinct where her family lives .....

APPENDIX I

NAME _____

DATES _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MATH					
SPELLING					
CURSIVE					
WRITTING					
BBR					
READ-A-THON					
LANG. ARTS					
ART					
MUSIC					
SPORTS					
RECESS					
S.R.A.					
CENTER					

HOW DID IT GO TODAY? WERE THERE ANY ESPECIALLY GOOD THINGS ABOUT YOUR DAY OR ANYTHING PARTICULARLY FRUSTRATING?

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

HAVE A GREAT WEEKEND!

APPENDIX II

NAME _____

WEEK OF _____

Responsibilities:	Completed	Comments
Checklist		
Math		
Language Arts		
Reading		
Centers		

Acted responsibly during group times _____

Acted responsibly during quiet work times _____

Signature _____

Parents' Comments:

Signature _____

Community Involvement

APPENDIX III

Social Process	Practices	Problems	Agencies	Resources
Appreciating the past and the role of change	Formation of Societies Restoration attempts in Gainesville Genealogies --- Write the history of Gainesville (walking tour) Photographic Essays	Losing sense of identity Lack of concern for future	Historic Gainesville Civic Clubs D.A.R. Library Museum Hotel Thomas	Sam Gowan Hellen Ellerbe The Merritts Antiques County Clerks' Office Records, Deeds Diaries Mrs. Zeman Newspapers Buildings Cemetery Rubbings Tapped Interviews
Securing Food	hunt . . . farm manufacture	famine malnutrition inflation pollution	Legislation food stamps welfare Publix Copeland Sausage Coca-cola Livestock Market Spring Hill Poultry Sunnyland Danish Bakery Hilton Mr. Donut McDonalds Burger King Krispy Kreme	Mr. Logan Dr. Wilson Univ. facilities Mr. Moore

Community Involvement

Social Process	Practices	Problems	Agencies	Resources
Secure Shelter	Caves, tepees, houses (alternatives) apartments condos	Land Values Zoning Space Slums Inflation Financing	Real Estate Surveyors Salvation Army Goodwill	Mr. Alford Mr. Merritt Dale McPherson Mr. Gornto Dan McFadyen Dale Crider Mr. Dobson
Carpenter, architect, plumber, landscaper, roofer painter, banker, real estate agent, government, lending agencies	Construction Buying a house			
Citizenship and Controlling the Environment	City, County Government State Government Political Organs Unions Pressure groups Elections Voting	oppression propaganda corruption apathy pollution floods drought resource depletion	NOW Common Cause Democrats Republicans Dr. Clem	Commissioners Mayor Mrs. Zeman newspaper editorials Millhopper Park Nature Trail Blue, Silver, Salt Springs Dale Crider Zoos City planner Consultants Mr. Merritt Mr. Gilbert

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Community Involvement

Social Process	Practices	Problems	Agencies	Resources
Securing Education	Family → School Church → Media Others (Peers)	Illiteracy Bias Prejudice Intolerance Irrelevance	U of F Santa Fe Alachua Co. Sunshine private schools (why) Special Schools	PKY staff Levy Zeman Zauner Wilson Wilhelm Rose Renner McFadyen Hawthorne Peoples Gornto
	ceacher minister parent			
Communication of Ideas and Feelings	Language Books Newspapers television art music media clubs civic organs. photographs	Interpretation illiteracy prejudice bias public standards ↓ values ↓ public opinion	Transcendental Meditation Rolfing Gainesville Sun Post Office telephone radio stamps movies	Marshall New folklore Dan Vining Mrs. Weir Joy Anderson reporter editor dancer cartoonist Mrs. McFadyen Robert Scholes Mrs. Patton

Community Involvement

Social Process	Practices	Problems	Agencies	Resources
Protecting Health and Life	Laws Jails Courts	Disease Mental Illness Future Shock Crime Orphans The Elderly Death	Hospitals Jails Nursing Homes Funeral Homes Law Enforcement Clinics Corner Drug Store Medicare Social Security Insurance Humane Society	Police Firement Sheriff Doctor Nurse Secretary Technician Undertaker Custodian Sunland Toy Whitley Mrs. Logan
Dr. Zauner Mrs. Renner Dr. Ross Mrs. Wilson Mrs. Daniels	David Anderson Mrs. Chisholm Mrs. Ford Mrs. Jackson Dr. Kniffen Mrs. Moore			
Using Leisure Time, (YMCA) Enriching Family Living (Church Work)	Marriage Preparation for Parenthood Consumer Groups Recreation Sex Roles Sports Hobbies	Divorce Child Abuse Generation Gap Littering Resource Depletion Overpopulation Commercialization Space Facilities	300 Club Zero Pop. Growth Churches Arica Better Bus. Bur. Cham. of Comm. Parks University Gallery HIPPODROME The Chrns Sherrards	Kniffens Zauners Ross Camp Crystal Counselors Little Theater Symphony Suzuki Players Barry Gottlieb Mrs. Bostwick Mrs. Clem Mrs. Hawthorne Ray Graves

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APRIL

APPENDIX IV

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
5)	6)	7) 10:00 T.V. Station (Stadium) Laura, Michael, Char, Steve, David	8) Take along cassette tape 9:00 Radio Station (WGGG) Laura, Steve, Kelly, John, Bobby	9) 9:00 Fire Dept. (427 So. Main) Lee Breeze, Charles, Nikky, Hunter
12) Session in Court Charles, Claire, Angie, Robin, Char, Cheryl, Kelly, Lee b., Angelia, Nikky,	13) 9:30 N. Fla. Regional Hospital Robin, Sarah, Lisa Rene, Angelia	14) 9:30 Sun Bank Paul, Hunter, Sarah, Lisa, Bobby	15) 1:00 Madeline's Beauty Salon Sarah, Claire, Lisa, Robin	16) HOLIDAY
19)	20) 10:00 Museum John, Bobby, Mike, Lee T.	21)	22) 10:00 Gallery Peter, Bruce, Rick	23)
		28) 9:30 Publix Butler Plaza Tina, Bruce, Peter Debbie		

APPENDIX V

P. K. YONGE LABORATORY SCHOOL

Student's Name: _____ For _____ To _____

Teacher: _____

P. K. Yonge Values	Comments
1. Involvement (Enthusiasm, spirit, excitement of learning and being, commitment).	
2. Sensitivity (Awareness of needs and feelings of others, actively facilitates growth in others, empathy).	
3. Democratic Process (Decision making, group awareness).	
4. Responsibility (To self, others, school and community).	
5. Self Worth (Open, honest communication, freedom to be and feel as an individual of value.)	

P. K. Yonge Values	Comments
6. Scholarship A. Language Arts Reading Written Communication Oral Communication	
B. Mathematics Number Concepts Computation Problem Solving	
C. Social Sciences Man and his Society Skills	
D. Centers of Interest	
E. Science	

P. K. Yonge Values	Comments
F. Art	
G. Music	
H. Physical Education	
Student Evaluation of his progress	

Parent Evaluation of
Student's Progress:

APPENDIX VI

INTERVIEW GUIDELINES

Prepared by I-110

1. Where do you work?

2. What training prepared you for your work?

3. Do you enjoy your work?

4. What do you most enjoy about your work?

5. What do you least enjoy about your work?

6. Is your job limiting to you--do you feel tied down?

7. How many hours a week do you work?
   What days?
   What hours?

8. Do you work alone mostly?

9. How do you work with others?

10. Do you work inside or outside?

11. Do you travel because of your work?

12. What kinds of equipment do you use in your job?

13. Do you get any special benefits with your job?
Insurance, vacations, clubs, unions

14. Are you glad you chose this job?

15. Do you plan to change jobs? Why?

List any other important things that you found out about.

APPENDIX VII

SCAVENGER HUNT #1 - Have Fun!!

First, go to the Court House:

1. Name the four streets which border the Court House.
2. How many tile columns support the Court House?
3. Which flags fly on the Court House flag pole?

Go to the Supervisor of Elections Office

4. In what precinct is P. K. Yonge located?
5. How many precincts are there in Alachua County?
6. How many precincts are both inside and outside of the city limits?

Go to the Tax Collector's Office

7. What kinds of licenses do tax collectors sell?
8. Get a tax bill (one bill per group)
9. What is the Sheriff's office number?

Go to the Marriage License Office

10. How many days must elapse after application before a marriage license can be issued?
11. How much does a marriage license cost?
12. How old do you have to be to get a marriage license can be issued?
13. What color is the candle on Mr. Campanaro's desk?

Explore the Downstairs offices and find out:

14. Name a county Court Judge
15. Name a lady County Court Judge
16. What is the name of Judge Cross' Secretary?
17. Go to the Alachua County Office of Property Appraiser. Get a form for application for Homestead Exemption (one per group).
18. List the three requirements for applying for Homestead Exemption.

19. Go to the Freedom Shrine downstairs. Name three documents you see there.

Go to the Gainesville Sun office

20. When was the Gainesville Sun established?

21. Name three columnists for the Gainesville Sun.

22. Get a copy (free) of the Gainesville Sun (one per group)

23. How much paper is used for one issue of the Gainesville Sun?

Go to the Post Office

24. How many columns are supporting the front?

25. Name some things you see carved atop the columns.

26. What kinds of offices are now in the old Post Office?

Go to the Gainesville Municipal Building

27. Whose picture is hanging over the door in the lobby?

28. What is the inscription under the picture?

29. When was the building erected?

30. When was Gainesville named the "All-America City?"

31. Name five division offices which are located in the building.

32. What kind of map hangs in the lobby?

33. What does it show?

34. What color are the flowers beside the waterpool?

35. When was Gainesville designated as the County Seat?

36. Who won the Battle of Gainesville?

37. When was the Battle of Gainesville fought?

38. Where did the name "Alachua" come from?

39. What kind of flowers are at the base of the East Florida Seminary Marker?

40. What was the original name of the EAST FLORIDA SEMINARY?

41. When was the University of Florida created?

Go to the Gainesville Public Library

42. When was the library erected?

43. What are the library hours?

44. How do you get a library card?

45. When is the school age story hour?

46. What can be checked out at the library besides books?

47. What is the construction material of the street in the 100 block of NE 1st street?

48. When was Holy Trinity Episcopal Church erected?

49. What is written on the cross atop the church?

50. What Roman numerals are on the medallion in front of the new post office? What do they mean?

51. What kind of dogs are allowed inside the post office?

52. Name five offices located in the Post Office.

53. What is the name of the island in the Post Office Lobby?

54. Name three things you could get at this island.

55. What are the majority of the people wanted for on the FBI "Wanted List"?

56. Whose picture hangs in the lobby of the Post Office?

57. Name three documents that are displayed in the lobby of the Post Office.

58. Three is a yellow sign with three triangles inside it which is displayed in the Post Office. What does it mean?

APPENDIX VIII

WORK EXPERIENCE EVALUATION

NAME _____ DATE _____

PLACE OF WORK _____

1. Describe some experiences you had today:

_____

_____

_____

_____

_____

2. How do you feel about your experience?

_____

_____

_____

_____

3. What kinds of activities do you want to do next time?

_____

_____

_____

4. Describe the BEST part of the experiences.

_____

_____

_____

_____

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